



HANDALE PRIMARY SCHOOL

Catch Up Funding

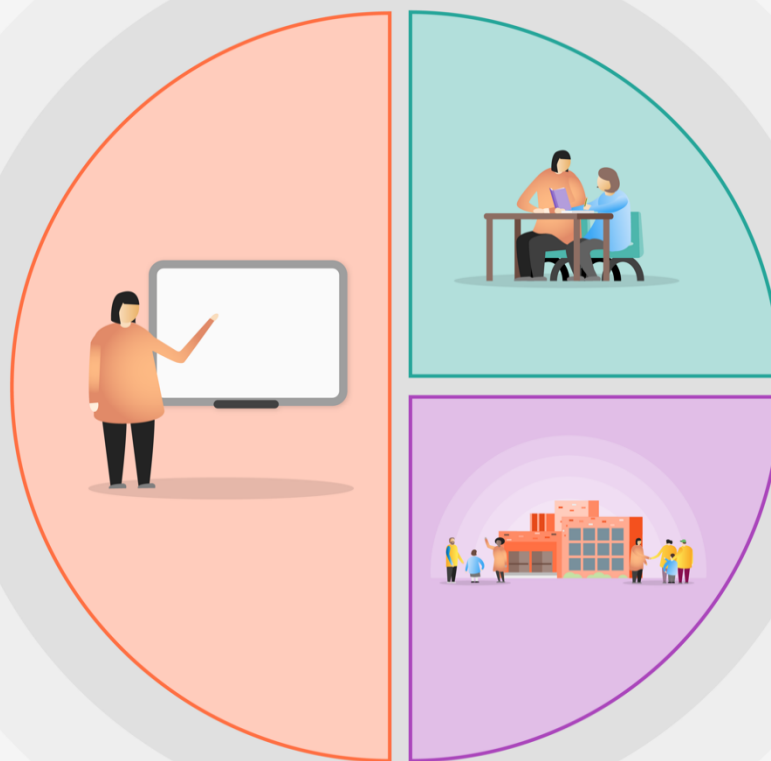
Published January 2021

Reviewed May 2021



1 Teaching

- Implement a curriculum cycle to place cultural context, retrieval practice, formative assessment and rich summative assessment at the top of the agenda.
- Maths teaching across the school needs to be effective and gaps need to be filled.
- Recall of basic number facts need to be embedded to build the steppingstones to learning.
- Whole-class reading approach underpinned by clearly defined formative assessment practices.
- Phonics to be the foundation of learning
- Provide teachers with the tools to teach the curriculum more effectively – subscriptions to reduce workload and promote wellbeing
- Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year.



2 Targeted academic support

- Improve reading through school focusing on EYFS and KS 1 reading books to ensure they are appropriately matched to phonic progression.
- Technology to support and deliver the curriculum effectively.
- Highly focused interventions – rapid response style teaching and learning
- Mentoring sessions for specific children focused on self-awareness, self-management, problem solving and social skills.

3 Wider strategies

- Mental health support for the pupils to ensure they are ready for learning throughout school.
- More effective communication with parents to encourage and support them in the learning of the children.

Context of the Funding

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to 11. Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Best Practice Guidance Considerations

The EEF COVID-19 Support Guide for Schools highlights two key areas to focus upon when allocating the Catch Up Premium Funding.

Teaching and whole-school strategies

We believe that for our schools, our children and circumstances the main area to focus upon and address is high quality teaching for all. As such the funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. Pupil assessment and feedback

Targeted Support

Further to teaching and whole-school strategies we believe our children will benefit from focussed support. As such the funding has been used in the below are identified by the EEF guidance:

1. One to one and small group tuition
2. Targeted interventions

School Allocation

School	2020-2021 One Off Allocation
Handale Primary School	£80 per child

Identified impact of lockdown

Maths	Content has been missed, leading to gaps in learning and stalled sequencing of units from Maths. Planning and assessment of learning has been challenging. Parents have struggles to support their children with the learning of new concepts/learning and/or they have been taught differently to how they are taught now. Although Videos and online teaching has been part of the home learning provision parents have supported children the way they feel comfortable. Children are still very keen to learn in maths and lockdown has not affected their attitudes however they are 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills, especially in hand-written pieces of work. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children are less fluent in their phonics and reading and the gap between those children that read widely and those children who do not is now increasingly wide. There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access prerequisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Planned Expenditure

Focus 1 Teaching and Whole School Strategies		Budget Allocation
Desired Outcome	Chosen Approach	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
School maintains high standards of hygiene	Provision of additional weekly 5 hours for cleaner (5 hours = £48 a week)	Children and staff will attend school regularly with few outbreaks of infections. Mental health and well-being prioritised to ensure good educational outcomes for all children and staff
School maintains high standards of hygiene and signage	Provision of additional cleaning materials (£1500 to the end of October)	Children and staff will attend school regularly with few outbreaks of infections. Mental health and well-being prioritised to ensure good educational outcomes for all children and staff
Personal Protective Equipment protects children and staff	Provision of masks, gloves, visors purchased (£1000)	Children and staff will attend school regularly with few outbreaks of infections. Mental health and well-being prioritised to ensure good educational outcomes for all children and staff
Children's mental health and well-being addressed across school after Lockdown and during second Lockdown	Additional counselling sessions in place (£200 per day)	Children will be better able to focus on education when additional mental health and well-being needs are being addressed. Thus educational outcomes improve. <i>EEF Rating: Moderate Impact Moderate cost Extensive Evidence Base</i>
Staff are warm in classrooms and around school, when doors and windows are kept open to ensure good airflow during pandemic	All staff provided with a school fleece (£700)	Children are educated by staff who are warm and have good mental health.

Development of more appropriate maths resources to challenge and support all levels of ability within school. Enhance access to high quality learning resources through subscriptions to online learning resources.	Whiterose Maths £120 per year School website hosting videos for home learning £5 per month	Children will receive the best learning experiences possible learning from home with high quality resources.
Source additional mini-iPads for staff involved in remote learning/contact support to improve speed and effectiveness of remote communication with families.	10 x Apple iPad Mini Wi-Fi + Cellular 64GB £5, 184 1 x Apple iPad Air 10.9-inch Wi-Fi + Cellular £695 1 x Apple MacBook Air Laptop £930	Staff are provided with the skills to ensure home learning is effective and purposeful with the use of technology that works. Children will receive the best possible learning. <i>EEF Rating: Moderate Impact Moderate cost Extensive Evidence Base</i>
Communication between school and parents in be more effective and meaningful	Marvellous Me app purchased for the year £399	Parents will be able to contact staff without having to go via email it will be a link. Parents send Hi5 when they have acknowledged a message etc. The app is free to download and more than one adult can have access. Children can send their work back to the class teacher. Staff can communicate effectively and provide children with direct feedback on work submitted. Provides positive rewards for pupils and parents during home learning. Provides pupils/parents with a central gateway for all links in 1-tap. <i>EEF Rating: Moderate Impact Moderate cost Moderate Evidence Base</i>

Focus 2 Targeted Support		Budget Allocation
Desired Outcome	Chosen Approach	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Catch up for Key Stage 1 children in reading	Replace reading books in school to become in line with the teaching of phonics so the children have a clear pathway to practising taught sounds. £8557.00 to be partially funded through school	<p>To catch up with the curriculum and sustain and improved outcomes for children in year EYFS, 1 & 2 evident. Reading is the foundation to all subjects.</p> <p><i>EEF Rating: Moderate Impact Low cost Extensive Evidence Base</i></p>
Catch up for targeted children within Year 1 in phonics and reading and Year 5 in reading.	To use the National Tutoring Program to provide children with specifically focused interventions identified through assessment.	<p>Vision 3:1 ratio of groups Each group costing £48.75 per pupil for 15 sessions.</p> <p><i>EEF Rating - Phonics: Moderate Impact Low cost Extensive Evidence Base</i></p> <p><i>EEF Rating Tutoring: Moderate Impact High cost (although Government have funding) Extensive Evidence Base</i></p> <p><i>EEF Rating reading comprehension: High Impact Low cost Extensive Evidence Base</i></p>

To Support year 3 & 4 children with targeted catch-up and interventions	Classroom support assistant	<p>Sustained and improved outcomes for children in year 3 & 4</p> <p><i>EEF Rating Small Group work:</i> <i>Moderate Impact</i> <i>Moderate cost</i> <i>Limited Evidence Base</i></p>
Catch up for targeted children in Year 4 and Year 3.	To use the National Tutoring Program to provide children with specifically focused interventions identified through assessment.	<p>Vision 3:1 ratio of groups Each group costing £48.75 per pupil for 15 sessions.</p> <p><i>EEF Rating Tutoring:</i> <i>Moderate Impact</i> <i>High cost (although Government have funding)</i> <i>Extensive Evidence Base</i></p>